



# CHAPTER I

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## INTRODUCTION

### 1.1 Research Background

The use of digital supplementary material may help the existing material to help students to achieve their learning objectives. It is because textbooks nowadays are not sufficient to achieve goals in language teaching (Thakur, 2015) and Tomlinson (1973. pp 271-272) stated that textbooks sometimes disempower both teachers and students, and also many of them are not engaging and relevant for their users. In the same line Skoufaki & Petrić, (2021) stated that recent materials research is dominated by textbooks. In addition, Santosa et al., (2022) as technology becomes advanced, the demand for interactive learning material also increases since the available textbook used does not represent the advancements of 21<sup>st</sup>-century skills. On the other hand, digital supplementary materials could help to complete the part of the existing material that is not enough to help the students to achieve the learning objectives. According to Karki, (2018), supplementary resources are additional but more useful in ELT since they can promote motivation as the key to influencing learning. In other words, digital supplementary material would help the existing part of the available material with the use of ICT.

Regarding digital supplementary material, Information Communication and Technology (ICT) is an essential part of education (Salehi & Salehi, 2012) and plays an important role and provides benefits in our educational system which become more visible since the emergence of COVID-19 (Salsabila et al., 220) and nowadays become easier to access as it is become cheaper (Panagiotidis et al., 2018). Salsabila (2020. p. 12) also stated in her

research that ICT can help both students and teachers with online learning. Most government, including Indonesia, requires that teaching and learning are being conducted online which needs the use of ICT itself. Due to Covid-19, the educational system is undeniably jeopardized (Shally Sharma, 2021). Therefore, the roles of ICT-based materials are inevitable in language teaching specifically in 21<sup>st</sup>-century learning (Ammanni & Aparanjani, 2016), and become a more critically important aspect of the education system in Indonesia (Hanifah & Astuti, 2020). In other words, it requires the teacher to use various and combination strategies and materials to teach the students that can be used both offline or online learning (hybrid) because no one knows when exactly the policies of distance learning are being conducted.

Several studies have been done regarding supplementary materials for instance research conducted by Permadi, K et al., (2013) which develops supplementary material needed to teach English vocabulary to seventh-grade students or freshmen in junior high school. They develop 33 games based on 5 themes chosen from the syllabus available in curriculum 2013. The research showed the effectiveness of the use of games to teach vocabulary to seventh-grade students which lead to the recommendation for teachers to use games as supplementary materials. Another research was done by Banditvilai, (2020) who developed vocabulary materials through newspapers. The research ed 54 second-year English major students at Kasetsart University. He uses several instruments for data collection; questionnaire and semi-structured interview which are analyzed statistically and shows that the materials used are positive to improve students' vocabulary since the materials are vivid and the language is authentic.

However, a number of previous studies have reported that there are some challenges are waiting for such as; schools, households that cannot support distance learning due to a lack

of teaching materials, or internet connections may interrupt the teaching and learning process even though ICT has become one of the curricula in Indonesia (Ammanni & Aparanjani, 2016). Furthermore, a lack of technological competency become one of the challenges in online learning (Gillett-Swan, 2017). Overcoming the challenges requires some combination of strategies that allows students to study anytime they want with less bandwidth and ease of operation. In addition, materials that are actually engaging and useful that are considered the meaningful need to be created in order to attract students' attention, motivation, and comfortable to study.

Questions have been raised about the need for proper digital supplementary materials that help deliver the materials and also attract students' attention and curiosity to study. The combination of conventional games, physical activity, and direct contact requires face-to-face learning. In this case, the nature of ICT that providing opportunities for students to learn English with ease (Ammanni & Aparanjani, 2016). In other words, the use of ICT to convey teaching and learning activities can be an option for both online and offline classrooms. Therefore, developing digital supplementary material is beneficial for both students and teachers in conducting the teaching and learning process as an engagement to attract students to learn vocabulary in order to be able to follow the unit of lesson being discussed.

In Indonesia, the curriculum that is recently being used is the 2013 Curriculum (K-13) which has been used by schools in Indonesia since July 2013 in order to empower students to be religious, passionate, innovative, and productive (Sofiana et al., 2019). Therefore, students must be able to learn innovatively to be productive. Vocabulary is one of the knowledge that can be found in almost every topic discussed in English class. Unfortunately, the Indonesian curriculum for high school does not specify the kind of vocabulary that needs to be taught

(Mustafa, 2019). According to the syllabus of the English course, that is being taught in SMA Negeri 1 Amlapura, almost all topics required students to learn vocabulary. In other words, there is a necessity to learn specific vocabulary for every topic that available in the syllabus. To conclude, the role of vocabulary is important since every topic in Indonesia's curriculum specifically English course requires students to master specific types of vocabulary.

Vocabulary mastery is the central or essential part of language learners (Anuyahong, 2018; Mustafa, 2019; Viera, 2017). Based on preliminary observation with a teacher in SMA Negeri 1 Amlapura said that the students in the tenth grade need supplementary material that supports them to learn vocabulary. The students also use E-learning, which means they are already familiar with the use of technology and the availability of an internet connection. The reason behind the statement stated above is that they cannot understand and conduct activity that requires students to produce something such as an assignment, assessment, etc. Based on the situation, a solution that can be offered is by developing digital supplementary material using Educandy to help them improve their vocabulary mastery as an implementation of ICT in the learning and teaching process.

All of the previous studies mentioned above have to discuss, develop, and seek information related to digital or conventional supplementary material for junior high school, English as Specific Purposes (EAP) through games, and newspapers both in Indonesia and abroad. However, recent studies have not dealt with vocabulary supplementary materials for senior high school specifically in Bali Indonesia. Therefore, there is a gap that needs to be developed which is digital supplementary vocabulary material for the tenth grade of senior high school in SMA Negeri 1 Amlapura Bali. The result of this study were in the form of games created



using Educandy that can be used as supplementary material and engagement to teach students a certain topic.

## 1.2 Problem Identification

Based on the background of the research and also the pre-observation that was explained earlier, it can be identified that there is a problem in teaching English as a foreign language in Senior high school to 10<sup>th</sup>-grade students. The teacher explains that students usually have problems with writing skills due to grammatical errors and wrong vocabulary use. In detail, the teacher explains that the core problem lies in the student's vocabulary on certain topics. Thus, the researcher assumes that it is necessary to develop teaching and learning materials that can be used in both online and offline (hybrid learning) learning environments as an innovative teaching activity that used Educandy as the media to teach vocabulary. One of the major visible issues is the need for digital supplementary material that can help students to study and achieve their learning objectives. Furthermore, a specific material that has been discussed above, vocabulary mastery is still one of the main components for each topic in the syllabus which becomes the problem to be solved. In other words, previous studies have not treated the digital supplementary material for teaching vocabulary in much detail.

In short, several topics can be found on the ATP or syllabus of tenth grade SMA Negeri 1 Amlapura are; song, poem, advertisement invitation, announcement, narrative, descriptive, procedure, and recount text. The researcher decides to choose vocabulary related to the descriptive, procedure, and recount text to be created as a game-based digital supplementary using Educandy. The reason is that vocabulary of introduction is needed in every aspect and vocabulary in describing something is important in almost every single aspect of education which is considered a necessity as a 21<sup>st</sup>-century generation as cited in Cluston, (2021) from

Wilkins (1972) says that with little grammar conversation can be conveyed but without sufficient vocabulary, it would be impossible. Those topics are limited to 1. Personality description (descriptive text), 2. Nature description (descriptive text) 3. Things in town, village, mountains, sea, and suburb (narrative text), 4. Food and drinks (procedure text) and 5. Hobby and leisure activity (recount text) as they appear in their material being learned in tenth grade.

### 1.3 Limitation of The Problem

The reader remembers that the research is in form of developmental research. The research is limited in developing digital supplementary material to improve students' vocabulary only in senior high school as one of the basic components to achieve knowledge in all topics available on the syllabus used in SMA Negeri 1 Amlapura for tenth grade using Design and Development (DnD) research proposed by (Richey & Klein, 2005).

### 1.4 Research Questions

Regarding the background of the research that has been described above, the central questions of this research follow:

1. What are the procedures needed in developing digital supplementary using Educandy to improve students' vocabulary?
2. How is the quality of vocabulary supplementary material developed using Educandy from the user experience perspective.

### 1.5 Research Objectives

Regarding the research questions that have been described, the research objectives of this study are:

## 1. General Objective

Generally, the major objective of this study is to develop suitable digital supplementary material for teaching English vocabulary using Educandy as a game-based teaching medium for the implementation of ICT in teaching and learning.

## 2. Specific Objective

- a. To understand what are the procedures needed to develop digital supplementary material using Educandy to improve students' vocabulary for 10<sup>th</sup> grade in Senior High School
- b. To know the qualities of a digital supplementary using Educandy as game-based learning media for teaching English vocabulary for 10<sup>th</sup> grade in Senior High School,

## 1.6. Research Significance

The results of this study might contribute to the following parts:

### 1.5.1 Theoretical Significance

Theoretically, to find suitable material using game-based learning for teaching English vocabulary in 10<sup>th</sup> grade in senior high school and facilitate the teacher with the development of Educandy game as digital supplementary teaching and learning for teaching English vocabulary at 10<sup>th</sup>-grade senior high school as the implementation of ICT

### 1.5.2 Practical Significance



The findings of the research should make an important contribution to the field of teaching and learning focused on vocabulary for senior high school. The research offers some important insights to;

- A. **Students:** The results of this study used to improve students' ability in learning English vocabulary.
- B. **Teachers:** The results of this study also be useful and provide the teacher to be more creative in teaching using ICT media.
- C. **Future researchers** would be able to use the study as a reference in developing innovative digital supplementary material.

